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ABSTRACT

Remedial courses at Oakton Community College have traditionally been offered, along with mainstream courses, through the general studies curriculum. As the need for remedial courses, as indicated by student assessment, was found to be greater than the demand for such courses, a proposal was developed for a basic studies curriculum consisting strictly of developmental courses. These courses, in arithmetic, algebra, composition, reading, and study skills, are designed to prepare the student for any baccalaureate transfer or career program. Students are not expected to take all courses, but, after skill deficiencies have been identified through a battery of psychological and diagnostic tests, are counseled to take those remedial courses which will strengthen their weaknesses concurrently with mainstream courses for which their skills are adequate. The curriculum proposal describes the role of the basic studies committee and staff in program implementation; discusses budgetary needs and how they can be met; outlines student services, including a learning laboratory, diagnostic appraisal, testing, tutoring, open laboratory time and use of facilities, modularized instruction, special services for vocational/technical students, peer counseling, student development, faculty counseling, and evaluation of the basic studies program. (MB)

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REPORT OF THE BASIC STUDIES CURRICULUM TASK FORCE ON ITS ASSESSMENT AND RECOMMENDATIONS FOR A BASIC STUDIES CURRICULUM AND ITS IMPLEMENTATION

Prepared for Presentation to the
PRESIDENT'S CABINET
William A. Koehnline, President and Chairman

by the

Basic Studies Curriculum Task Force
Antoinette P. Hastings, Chairman

Oakton Community College

January 3, 1978

JC 780 539

Summary of Basic Studies Task Force Proposal

The Basic Studies Task Force proposes that Oakton Community College

1. Establish a Basic Studies Curriculum

   a. Consisting of five of the currently offered basic communications and computational skills courses

   b. Designed to prepare students for entry into baccalaureate or career programs

2. Continue and expand ongoing appraisal program for identifying students to be served

   a. Ultimate goal to provide reading, writing, and computational diagnostic assessments for all entering Oakton students

   b. Appraisal in sufficient depth so that all students can be fully informed concerning their needs and probabilities for success, and can make informed decisions

3. Establish a Basic Studies Committee and Basic Studies staff for Program implementation

   a. Basic Studies Committee will develop and implement appropriate policies to maintain a high quality program

   b. Basic Studies staff will implement the Program

      (1) A new administrative position of Director of Basic Studies will be established and filled. Dr. Hastings will serve as temporary Director

      (2) The staff will include the Director and all of the staff of the Learning Laboratory, and the Learning Laboratory will be the single instrument through which the Basic Studies Program will be implemented

         (a) It is proposed that three new positions be established and filled within the Learning Lab to serve the Basic Studies Program needs, that two new positions be established for SLD, and that an existing position outside the Lab be incorporated into its organization

         (b) It is proposed that a clerical support staff be provided for the Learning Lab

For financing this Program,

4. Budgets have or are being prepared to cover proposed Basic Studies Program needs

   a. Proposals currently being prepared are being directed toward federal educational granting bodies

   b. A proposed budget to cover certain costs of the Learning Lab for one year was recently submitted to the ICCB to obtain funding through the State's Disadvantaged Students Grant

      (1) The total budget is for $65,000, of which the State has been asked to fund $35,595

      (2) The budget covers augmentation of both professional and clerical staff and additional equipment

In addition to the above proposed Basic Studies Program, the Task Force recommends that

5. Certain services to Basic Studies students be augmented

   a. Assign one Student Development counselor and at least two peer advisors for special service to the Basic Studies Program

   b. Provide special services to basic skills deficient and handicapped students in vo-tech education

6. An evaluation program be implemented concerning Basic Studies Program and Program elements' success, student performance, administration, etc. This Program would be conducted by the Director of Institutional Research and Evaluation (DIRE).

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I. INTRODUCTION

In February, 1976, a Basic Studies Curriculum Task Force was formed to assess Oakton's position relative to basic studies, and to recommend, and upon approval implement, a basic studies curriculum in line with the needs of the students and objectives of the college. The Task Force was created at the direction of Dr. William A. Koehnline and by Mr. Richard L. Jordan. The Task Force's instructions were to develop and implement a curriculum designed to prepare students for entry into baccalaureate or career programs.

The Task Force has completed its assessment and has prepared its recommendation on a curriculum and its implementation. This paper presents the recommendation in the form of a proposal, and the Task Force's assessment is brought out in discussion of the proposal and alternatives. The paper also discusses the need for flexibility both in design and implementation to both serve the needs of various students and to take maximum advantage of ongoing experience and research in basic studies at Oakton and nationally (see Section II E).

The work of the Task Force is both appropriate and important as well as timely. At Oakton, curricula are regularly reviewed and evaluated to insure that the College's instructional program continues to meet standards of excellence and achievement set by the Illinois Community College Board, the Illinois Board of Higher Education, other state and national accrediting and licensing agencies, and Oakton itself. With respect to importance and timeliness, national attention recently has been directed to findings that 30 to 60 percent of college students, especially those in community colleges, are

unable to read, write, or compute at the 12th grade level. Oakton's own assessment is that more than one-third of its entering students are deficient in the basic skills, while only a small percent has enrolled in basic studies courses offered at the College (see Table 1).

In making its assessment and developing its recommendation, the Task Force has drawn heavily on basic studies experience to date both at Oakton and at other colleges. Basic studies have been offered at Oakton since 1970. They have been offered as part of a General Studies Curriculum. This curriculum (see Catalog, page 33) parallels general studies curricula offered at other colleges and consists of a mixture of both basic, non-transferable courses for development of basic skills and mainstream, transferable college-level courses. The characteristics of the current basic studies program and implications of the level of participation are assessed in this report.

The Task Force has also been fortunate in that a full fledged skills assessment program in mathematics, reading, and writing is rapidly maturing at Oakton. The program is now being fully implemented for all new students planning to take their first mathematics, communications, or other course for which competency in mathematics or communications is a prerequisite.

The Task Force members include: Dr. Antoinette P. Hastings, Chairman of the Task Force and Dean of Learning Cluster II; Mr. William Drezdzon, Professor of Mathematics and Coordinator of the Learning Laboratory; Ms. Ruth Turiel, Associate Professor of Communications and Coordinator of the Reading Laboratory; Ms. Mary Slayton, Associate Professor of Student Development; Ms. Adele LeGere, Assistant Professor of Mathematics and Coordinator of the Mathematics Laboratory; Ms. Mary Jane Ziagos, Assistant Professor of Communications and

Table 1

Number of Sections and Registrations in Basic Studies
and Comparisons with College-Wide Enrollments and Completions

	Selected Academic Years (Fall, Spring, Summer)			
	1971-1972	1973-1974	1975-1976	1976-1977
BASIC STUDIES AND GENERAL STUDIES PROGRAM STATISTICS				
Developmental Math				
Number of Sections	4	13	37	40
Number of Registrations	68	240	731	716
Developmental Communications				
Number of Sections	13	19	32	41
Number of Registrations	74	197	594	959
Total Basic Studies				
Number of Sections	17	32	69	81
Number of Registrations	132	437	1,275	1,675
General Studies Curriculum				
Enrollments[a]	15	13	41	36
Certificate of Completion	0	0	0	0
COMPARATIVE COLLEGE-WIDE STATISTICS				
Enrollments and Completions				
Fall plus Spring Enrollments[b]	5,315	7,850	12,003	12,747
Baccalaureate and Career Program Completions	200	368	375	237[c]
Comparison[d]				
Ratio of Basic Studies Registrations to College-Wide Enrollments	0.025	0.056	0.106	0.131

[a]From Admissions records. See text concerning the records overstating the number of enrollments in the curriculum.
[b]Summer enrollments not included for any year.
[c]Does not include Summer, 1977 completions.
[d]This ratio can be used to clearly show that the proportion of students registering for basic studies courses is and has been substantially less than the over one-third of entering students estimated to be deficient in one or more basic skills (see text); in fact, this ratio almost certainly overestimates the proportion of total students registering for basic studies for two reasons. First, the numerator is the number of registrations for 3 academic year periods, not the number of students, and second, the denominator includes enrollment for two periods only, Fall and Spring.

Coordinator of the Writing Laboratory; and Ms. Pam Drell, Instructor of Communications and Specialist in Learning Disabilities. Special consultants to the committee include: Dr. G. Robert Darnes, former Associate Secretary to the Illinois Community College Board; Mr. Richard L. Jordan, Vice President of Curriculum and Instruction; Mr. David E. Hilquist, Vice President of Business and Finance; Mr. John P. Donohue, Vice President of Student Development; Ms. Kathleen Arns, Assistant Vice President for Vocational Curricula; and Dr. Emily Kirby, Director of Instructional Research and Evaluation.

II. PROPOSAL

A. CURRICULUM

1. BACKGROUND

As detailed in Oakton's Catalog, basic studies courses are currently offered at Oakton. Although open to any student in any program, they are formally offered as a part of a General Studies Curriculum. This Curriculum consists of a mixture of both basic, developmental, non-transferable courses and mainstream, college level, transferable courses. Total credit hours for the Curriculum vary from 30 to 36, though only 15 credit hours of the courses in it are transferable. A Certificate of Completion is available to those completing the Curriculum.

Though basic studies formally constitute a part of the General Studies Curriculum, students who do register for and take basic studies courses do not tend to enroll themselves in the General Studies Curriculum. In addition, as far as can be determined, no student has sought, and none has received, a Certificate of Completion. Based on Admissions records, 105 students have enrolled in the General Studies Curriculum since 1970. However, most of these were not enrolled in a general studies program as described in the Catalog. According to Mr. John Gagin, Director of Admissions and Records, most students so enrolled have registered in a mixture of college-level courses; apparently the students have not decided on a specific program to pursue and enroll themselves as if in a general studies program, though not taking any basic studies courses.

Nevertheless, though the demand appears to be much less than needs indicated by Oakton's basic skills assessment program, there is a substantial demand for basic studies courses. This is indicated in Table 1 (page 3). As can be seen, in the academic year 1976-1977, 1,675 student registrations were recorded in basic studies courses. While registrations are considerably greater than the number of students registered in basic studies courses during the academic year (since most basic studies students register in more than one course or module), the number of students is a substantial and rapidly growing number, both in total and in proportion to total Oakton student enrollments.

To the Task Force, the numbers, as well as the needs and interests suggested by them, have two policy implications. One is the need to focus attention on the basic studies courses themselves, rather than on a general studies program, and the second is the need to design, organize, promote, and administer the set of basic studies courses to more nearly reach and serve those entering Oakton who are in need of such courses to successfully pursue baccalaureate or career programs. In short, this suggests that the courses be organized, offered, and administered as a Basic Studies Curriculum. It is proposed that this Curriculum replace the current General Studies Curriculum described on page 33 of the Catalog.

2. PROPOSED BASIC STUDIES CURRICULUM
(Remedial and Developmental Program in Basic Skills)

In the Task Force's view, a Basic Studies Curriculum consisting exclusively of remedial or skills-development courses that are designed to prepare the student for entry into any baccalaureate or career program would be both realistic and practical. The Task Force recommends that Oakton Community College

offer such a Curriculum, and that it be designed to meet the above-stated objectives. In addition, though this has not been included as a major design objective for the proposed Curriculum, the Task Force recommends that any student completing ten hours in this Curriculum (with substitute college level courses or basic skills courses not included in the Basic Studies Curriculum allowed for Curriculum courses in which competency in the basic skills covered by the Curriculum is otherwise demonstrated) be awarded a Basic Studies Certificate of Completion.

The Basic Studies Curriculum would consist of a group of courses (all numbered below 100) in reading, writing, mathematics, and study skills. It is proposed that the Basic Studies Curriculum consist of the following courses. These are all currently offered courses; no new courses are recommended or proposed at this time. Shown are the associated ranges of credit hours for the courses.

Course		Credit Hours
COM 001	Developmental Reading	1 to 3
COM 002	How To Study	1
COM 051	Developmental Composition	1 to 3
MAT 051	Principles of Arithmetic	1 to 3
MAT 052	Elementary Algebra	1 to 3

Outlines of all the Basic Studies courses are provided in Appendix A. Also included in Appendix A is an outline of a basic skills course, MAT 053, Elementary Geometry, 1 to 3 credit hours. While not proposed as a part of the Basic Studies Curriculum, this course might be needed by, and would be recommended to, some Basic Studies students.

Credit granted for these below-100-level courses would not apply to baccalaureate or career program credit requirements at Oakton, and thus would

not be acceptable for transfer to other colleges. (This is true of all courses numbered below 100.) However, it should be emphasized that for students with basic skills deficiencies, these courses would be an important and essential preparatory part of any baccalaureate or career program.

Unprepared students will need to take as few as one, or, possibly, in rare cases, as many as a full set of credits from among the basic skills courses to achieve a level of skills requisite to a successful college experience. In the Task Force's judgment, very few if any students will take a full set, or even as many credits as the proposed ten which would be required for a Certificate of Completion in Basic Studies. (Those few who may will probably accept the proposed certificate and leave college.) The vast majority of students who come to Oakton unprepared will need and accept remediation in one or two skills, and then go on to a full-schedule baccalaureate or vocational curriculum of their choice. Generally, there will be no need for, and few students will seek, a Basic Studies Certificate of Completion. These are judgments supported by the experience to date with the General Studies Curriculum.

As is now being implemented, a diagnostic appraisal would be made of the basic skills of all students planning to take their first communications, mathematics, or other courses requiring these skills at Oakton. This includes most baccalaureate and many career courses. Thus, for practical purposes, this means appraisal for most students upon entry. (See the Task Force's recommendation, page 12.) This appraisal would include formal testing as well as appropriate academic and personal counseling. Recommendations based on the results of the appraisal would assist the student needing basic skills preparatory work in making course selections from within the curriculum best

suited to his needs, both in character and number of credit hours needed.

Prospective Basic Studies students having demonstrated competence in certain basic skills, and needing only a limited less than full-schedule number of courses, should and would be encouraged to register for general mainstream college courses, or for mainstream courses in the baccalaureate or career program which they intend to pursue. These courses should not be ones requiring skills in which the students are deficient. To make exceptions to this latter guideline would have several drawbacks. First, students taking courses for which they are not prepared would remain frustrated, educationally depressed, and prone to dropping out. For many, this would be the same pattern of experience suffered in high school. Second, the students might tend to devote excess time to the college level courses to overcome their problems with these courses, thus robbing themselves of valuable time that they should be devoting to basic studies, their fundamental need. Third, teaching effectiveness may suffer where students enter at a low level of preparation.

In the Task Force's view, for schedule filling where needed, there are a sufficient number of college-level courses either not requiring all of the basic skills, or for which sections can be tailored for skills-deficient students. For example, many courses may require communications but not computational skills. A good example of a college-level course that can be adapted to needs of skills-deficient students is PSY 107, Psychology of Personal Growth, a 3 credit-hour course. Indeed, this course would fit in well with and augment a basic skills study program. The Task Force believes that this course should and would be recommended to, and would be chosen by, most Basic Studies students as a college-level course. For this reason, an outline of this course

is included along with the outlines of Basic Studies courses in Appendix A. The Task Force believes that the students will desire to and should be encouraged to place first priority for additional schedule-completing courses on those that would optimally advance them in the baccalaureate or vocational program they intend to pursue. Counselors and others will help students determine the options available and the appropriate choice criteria for selecting college-level courses.

B. STUDENTS SERVED AND IMPLEMENTATION OF PROCEDURES TO IDENTIFY STUDENTS TO BE SERVED

The students who enroll at Oakton are a heterogeneous group. They are of various ages, from 16 to 72. They are from all socio-economic levels and from differing ethnic, cultural, religious, and educational backgrounds. Their reasons for coming to college are diverse: to obtain an academic degree, to upgrade old skills or to learn new ones, to occupy leisure time constructively, or merely in response to parental pressure. Through counseling and testing, all entering students are assisted by the College in clarifying their educational and/or career goals and objectives and in planning appropriate strategies for achieving these goals and objectives.

The student profiles generated from Oakton's program of testing and counseling enable the staff to identify three primary groups of entering college students based on skills competency. They are:

1. those who have no deficiencies in reading, writing, or computational skills and are therefore competent to undertake first year college-level courses, programs, and curricula.

2. those who have deficiencies in one or more basic skills and whose progress and success in college is threatened if the deficiencies are not redressed.
3. those who have skills deficiencies due to specific learning disabilities that may retard or otherwise inhibit progress in college-level courses.

A majority of entering students at Oakton may be in the first group. For them, once-a-semester contact with a counselor (student development, academic, or both), and possible occasional outside help on their schoolwork either from their instructors or from Learning Laboratory tutors, is usually all that is necessary to enable them to achieve their educational objectives. With regard to the needs of the third category of students, namely those who appear to have a specific learning disability, further assessment will be undertaken by soon to be designated college personnel and a report prepared for the College's consideration.

It is the second group of students that has been the focus of attention for the Basic Studies Task Force and to which this paper is directed. Such students, for myriad reasons, completed high school, possibly took a job, and entered college without having achieved a college entry level of competency in the traditional three R's. However, rarely, at Oakton or anywhere else, is skills deficiency among entering college students attributable to measured low intelligence. Almost universally, however, these students are appraised as having a very low self-image. They are unsure about their capabilities and have little or no confidence in themselves or their abilities. Past experience in school or on the job has reenforced the negative self-image so that, by the

time these students come to Oakton, they are at a nadir of self-esteem. Reversal or removal of negative self-image is crucial if these students are to succeed either in basic skills courses or in any other college activity they pursue. This is one of the major tasks facing any instructor or counselor who comes in contact with these students.

The Task Force is convinced that concentrated efforts including identification through appraisal, frequent intensive counseling, and specialized instruction of students with skills deficiencies will, for a number of students, correct these deficiencies, and will thereby increase the probability of success in college and in their careers, and increase the benefits they will enjoy from full development of their intellectual potential. The students for whom these efforts (identification, intensive counseling, and specialized instruction) will be rewarding are the students to attract to the proposed Basic Studies Program.

The first of these efforts, identification of the students to be served, which is the subject of this section of the paper, is of primary importance to a successful program. Such identification, through a program of thorough appraisal, is becoming a reality at Oakton. In addition to a variety of psychological tests, administered through Student Development (under the direction of Dr. Michael J. Maloney), the College now has fully developed testing programs in reading, writing, and mathematics (see Appendix B). The most recent addition, a new diagnostic appraisal of writing skills, shows signs of being a valid, useful procedure for student skills evaluation. The Task Force believes that diagnostic assessment of reading, writing, and computational competency should be mandatory for all students who enter Oakton College. This assessment may include, but not be restricted to, testing. Other applicable

components are high school or college transcripts, American College Test (ACT) or Scholastic Aptitude Test (SAT) scores, life or career experience, testament by a qualified professional, and self-assessment.

When the assessment is complete, the Student Development counselor will use it to assist the student in analyzing his profile, determining options, and making appropriate decisions. The counselor will advise the student of the results of his appraisal and the counselor's or his consulting colleagues' recommendations. The student will then make his own decisions. Each student will be made aware of what his probabilities for success are, based on research data and on each student's particular assessment profile. Thus, when the student makes a choice, it will be informed, and should be rational rather than emotional.

The Task Force recommends that the ongoing appraisal program at Oakton be continued and expanded along the lines discussed above. Specifically, it is recommended that the program be expanded in scope so that diagnostic assessment of reading, writing, and computational competency can be provided for all entering students, with the ultimate goal of implementing a mandatory assessment for all entering students.

C. ORGANIZATION, STAFFING, AND PROGRAM AND INSTRUCTIONAL IMPLEMENTATION

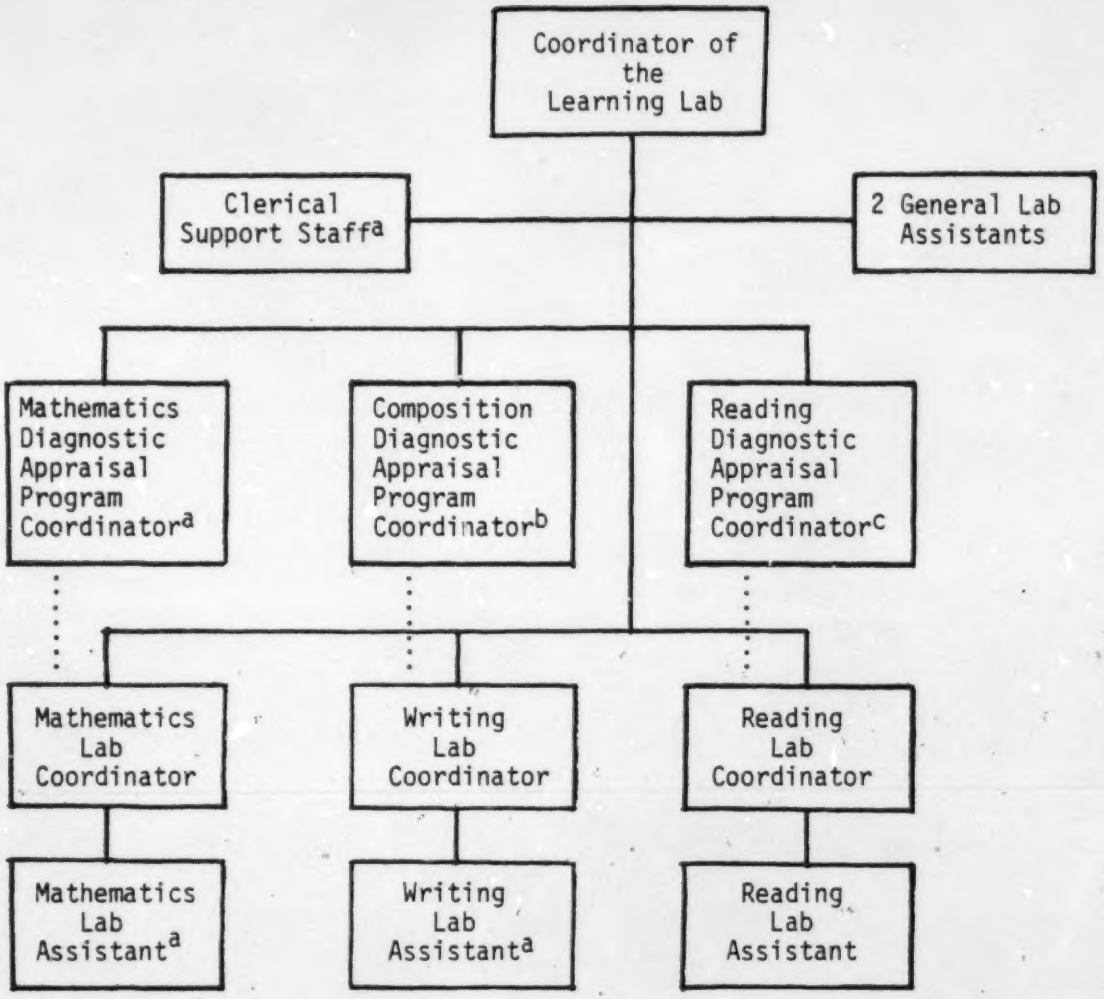
1. BASIC STUDIES COMMITTEE

It is proposed that the Basic Studies Curriculum Task Force continue to function as the Basic Studies Committee to develop and implement appropriate policies to maintain a high quality program. The Committee will serve under

the direction of the Director of Basic Studies, a position filled temporarily by Dr. Hastings, and under the executive supervision of Mr. Jordan. Core Committee members will include the Coordinator of the Learning Laboratory (Mr. Drezdzon), the Coordinators of its special area laboratories, the Reading Laboratory (Ms. Turiel), the Writing Laboratory (Ms. Ziagos), and the Mathematics Laboratory (Ms. LeGere), and the Specific Learning Disabilities (SLD) Specialist (Ms. Drell). In addition, the Committee will include a Student Development counselor. Additional members or special area consultants may be required as the Program develops. The Task Force proposes that the first permanent addition to the Committee be Ms. Kaye Ganz, Coordinator of the Composition Diagnostic Appraisal Program (see Section II E, page 22).

2. BASIC STUDIES STAFF

The Basic Studies staff will include Dr. Hastings as Director of Basic Studies, all of the members of the Basic Studies Committee, and, in addition, proposed Diagnostic Lab Coordinators and Lab Assistants. These include two Diagnostic Appraisal Program Coordinators (Mathematics and Composition), two Laboratory Assistants for the Learning Laboratory in general, and one Laboratory Assistant for each of the special area laboratories. At present, there are three approved and filled permanent positions of Learning Lab Assistants, two in the general Learning Lab (Ms. Juele Blankenburg and Ms. Janice Brenneman) and one in the Reading Lab (Ms. Anita Duxler). Ms. Ganz is currently serving as the Composition Diagnostic Appraisal Program Coordinator. It is proposed that this position become a part of the Learning Lab organization and the Basic Studies staff. New assistants are proposed for the Writing and Mathematics Laboratories and a new Diagnostic Appraisal Program



_____ Lines of organization .....Interface

[a]Proposed new positions.
[b]Proposed addition to or change in Learning Lab organization. Ms. Kaye Ganz currently holds the position of Composition Diagnostic Appraisal Program Coordinator, but outside the Learning Lab organization.
[c]A place is shown in the organization chart for a Reading Diagnostic Appraisal Program Coordinator. However, for the present, the Task Force recommends that this position not be filled. See Text.

Figure 1. Learning Lab Organization Chart

Coordinator is proposed for Mathematics. The Task Force does not recommend that a position of Reading Diagnostic Appraisal Program Coordinator be established or filled at this time. The Task Force proposes that this function be the responsibility of the Reading Lab Coordinator for the present. The Basic Studies Committee should review this from time to time, and recommend accordingly. The Task Force proposes that consideration be given in the College's general staffing recommendations for 1978-79 to hiring two full-time faculty members, one in Communications and one in Mathematics, whose qualifications include training and experience in remedial education.

Job descriptions will be required for all new positions. Existing and proposed job descriptions for Coordinators are provided in Appendix C, and for Lab Assistants in Appendix D. The job description for the proposed Mathematics Laboratory Assistant has already been developed and refined. The description was prepared using funds from and assistance provided by the Remedial Program Specialist acquired through the Comprehensive Employment and Training Act Program (CETA).

Appropriate professional credentials will be required for all positions. At a minimum, these will include a baccalaureate degree in the subject area and some training or experience in developmental or remedial education.

3. THE LEARNING LABORATORY

It is proposed that the Learning Laboratory be the single instrument through which the Basic Studies Program will be implemented. A diagram of the organization of the Learning Lab as proposed for full staffing for this purpose is shown in Figure 1. A place is also shown for the position of Reading Diagnostic Appraisal Program Coordinator since it is anticipated the Basic Studies Committee will consider establishing this potential position in the future.

Presently, the Learning Laboratory, a subunit of the Learning Resources Center and consisting of the three special area laboratories (described in Section II E below and in Appendix E) as well as a general tutorial facility, is of major importance in the delivery of basic skills education, but not the sole instrument for its delivery. At present, alternative but not traditional methods of instruction are administered and provided through, or are being investigated for offering by, the Learning Lab. The Learning Lab offers students at least three options that may be better suited to their individual style of learning than the traditional classroom with its typical configuration of a large room, desks or tables, a teacher, and 20 to 35 students. These options include the Computer Assisted Instruction Program (CAI), the TeleCourse Program, and the Individualized Mathematics Program (IMP), described in Appendix E.

IMP, developed and implemented at Oakton by Ms. LeGere, has experienced substantial growth since its inception in the Fall of 1975 when 20 students enrolled. Currently (Fall 1977), there are 100 students enrolled in this program.* This 100 is the equivalent of five sections of the two basic skills mathematics courses regularly taught, Principles of Arithmetic, MAT 051, and Elementary Algebra, MAT 052. These "five sections" are in addition to the traditional classroom sections in MAT 051 and MAT 052 taught outside the Learning Lab by any full- or part-time faculty, currently totalling 23 sections.

While offered in the Learning Laboratory for college-level courses, CAI and TeleCourse modes of instruction have not been attempted so far in basic studies. However, interested faculty are presently reviewing available materials for

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*Although population growth implies a kind of success, any conclusion that a program has been successful must be subjected to research. The Basic Studies Task Force proposes such research. See Section III.

possible future use not only in basic mathematics but also in basic reading and writing.

The Reading and Writing Laboratories do not have individualized instructional programs at present, but the Communications faculty and the Basic Studies Committee are investigating their development. If such programs appear feasible, they will function under the general auspices of the Reading and Writing Laboratories. Students now enrolled in developmental reading and writing attend traditionally structured classes that are administered and taught outside the Learning Laboratory. However, they do use the Learning Laboratory for support and supplementary assistance.

To date, basic studies courses offered outside of the Learning Laboratory have not been staffed based on any formalized criteria appropriate for basic studies courses. It is proposed that formalized criteria be adopted and implemented for staffing. Criteria for staffing would include desire and motivation in the developmental field, appropriate academic credentials, and professional training or experience that would enable faculty to teach basic skills courses. No one should teach any basic skills course merely to "fill out his schedule" or "give him an overload." While the faculty for traditional classroom teaching would not necessarily be a part of the Learning Lab staff, the staffing as well as the Basic Studies program would be administered through the Basic Studies Committee.

Qualified faculty should be invited to inform their respective deans of their willingness and ability to teach basic skills courses so that an identifiable resource "pool" can be developed. Interested faculty whose qualifications are deficient should be encouraged to upgrade their skills through continuing

education or in-service programs. These faculty members would, as they qualify, join the pool. If necessary, new part-time or even full-time hires would be made to overcome any deficit between the number of qualified instructors available and the number needed for serving Basic Studies students. Needs depend on the number of Basic Studies students and class size.

The development and adoption of consistent criteria for determining optimum class size for every course is recommended. However, such criteria have not yet been developed for specific recommendation. In the interim, it is recommended that the class size for the various courses as suggested by the various Learning Lab Coordinators be adopted for staffing purposes. These suggestions, and the rationale provided by the Coordinators for these suggestions, are presented in Appendix F. A review of these suggestions and rationale indicate that they are generally consistent and usable as interim staffing guidelines.

With regard to counseling, the Task Force proposes that one Student Development counselor, not necessarily the present counselor member of the Task Force, assume collegial responsibility in the Basic Studies Program and become identified with it. The counselor would be the person to whom Student Development faculty, other faculty, and students would go for primary consultation on Basic Studies matters. This counselor may come from present staff or may be a new Student Development position and will serve on the Basic Studies Committee. Also, at least two peer advisors, working with the proposed Basic Studies Counselor, are needed and are proposed to assure that Basic Studies students have a peer contact with whom they can most closely identify.

All faculty associated with the Learning Lab or any of its constituent labs or programs will remain members of the various Clusters which they now

represent. This will assure an active, dynamic mix of faculty with diverse interests, backgrounds, and expertise. Further, and perhaps more importantly, it will preclude segregation of Basic Studies students into a "special" separate group taught by "special" teachers.

The need for Learning Lab clerical support has increased substantially since the Lab's inception. In the Task Force's view, these growth needs have not been met. No typing and duplicating services are directly provided and, in general, this is necessary if prompt and quality service is to be provided. The Task Force believes that, with the Learning Lab's proposed added functions, a full-time secretary, two permanent half-time clerks, and three student aides constitute the minimum staff needed. The Task Force proposes this minimum staff for the present. This would provide day and evening coverage five days a week. Clerical services to be covered would include organizing and maintaining files, typing and duplicating, telephone answering and routing, and, in effect, all the myriad essential duties performed by an established office staff.

D. BUDGET

Permanent funding for the proposed Basic Studies Program would come from regular college revenues and from State and federal grants. Budgets have or are being prepared to cover Basic Studies Program needs. Based on these needs, proposals have or are being written to obtain monies from the various sources. Proposals currently being prepared are directed toward federal educational granting bodies.

A proposed budget was submitted recently to the Illinois Community College Board to obtain funding through the State's Disadvantaged Students Grant.

Funds are to cover certain costs of the Learning Laboratory for one fiscal year. The proposed budget totalling $65,600 is as follows.

Account		Math	Writing	Reading	Total
513000	Special Area Lab Coordinators (1/5 salary each)	$3,500	$3,500	$3,500	$10,500
514000	Part-time Tutors (4 for each special area lab at $900 each)	3,600	3,600	3,600	10,800
517000	Lab Assistants (8/12 salary)	8,000	8,000	10,000	26,000
518000	Student Aides	1,800	1,800	1,800	5,400
520000	Benefits	600	600	800	2,000
539000	Contractual Services (consultants, speakers)	400	400	400	1,200
542000	Duplicating	500	800	1,000	2,300
543000	Supplies - test materials	--------$5,000 total-------			5,000
544000	Postage	100	100	300	500
552000	Mileage	100	100	100	300
	Brochures	200	200	200	600
		$25,200	$19,100	$21,700	$65,600

The State was requested to fund a total of $35,595. The remainder is or will be funded by the College or through other sources.

Most of the money budgeted is for personnel. Augmentation of both the professional and classified staff of the Learning Laboratory is critically needed in view of the growth of the Lab as a major source of student services (see Section E) and as the core of the Basic Studies Program. Additional equipment is also included in the budget. The equipment would primarily include furniture, typewriters, etc., for the new office staff. Additional space has

been acquired by annexation and remodeling of offices adjacent to the Learning Laboratory. Personnel formerly occupying the annexed space have been relocated to Buildings 5 and 6. If the proposed staff increase is approved, additional space in Building 4 will be required to accommodate both personnel and equipment.

E. STUDENT SERVICES

1. LEARNING LABORATORY

The Learning Laboratory (described in Section II C in terms of organization and staffing for implementing the proposed Basic Studies Program, and in Appendix E in some detail with respect to its programs) is the heart of the Basic Studies Program and a major source for providing services to Basic Studies students. Through its many services, some of which are highlighted here, all students, but especially Basic Studies students, can determine what if any learning problems they may have, become aware of the approaches available in solving learning problems, and proceed to optimizing their learning in a style best suited to them. The Lab offers diagnostic appraisal services, some special learning disabilities services, a variety of modes of instructional delivery including the traditional classroom, and tutorial services. The nontraditional modes of delivery include, at present, the IMP, Individualized Mathematics Program, CAI, Computer Assisted Instruction, TeleCourse, and auto-tutorial language programs. The Learning Laboratory includes the Reading, Writing, and Mathematics Laboratories, the specific programs of each of which are described in Appendix E. Other programs and services provided by the Learning Laboratory are described below. Also included are proposed additions to these programs and services.

a. Services Available

(1) Diagnostic Appraisal

An important function of the Learning Laboratory is to develop and implement a diagnostic appraisal program (see Appendix B for program descriptions). In the mathematics diagnostic appraisal program, tests are administered, scored, recorded, and filed for use by the professional staff to advise students, make recommendations, and follow their progress. Reading diagnostic appraisal is accomplished through the Reading Laboratory. At present, only the newly-instituted composition diagnostic appraisal program operates apart from the Learning Lab or its subunit, the Writing Laboratory. In the Task Force's view, this program should also become a function of the Laboratory. The Coordinator of the composition diagnostic appraisal program would become a member of the permanent Basic Studies Committee to facilitate management of the program.

(2) Testing and Tutoring

In addition to diagnostic testing, the Learning Laboratory also administers and scores review, makeup, and other tests as requested by students or faculty for their mutual convenience. Tutoring for any course offered at Oakton is available to all students on request.

(3) Open Laboratory Time and Facilities

Another important service of the Learning Laboratory is open lab time and facilities for students in various courses. The Laboratory, for example, maintains a microscope, human skeleton, and slides and slide projectors so that

students in Biology or Art may review or reenforce at their own pace and convenience material presented in their regular classes. As faculty and students become more aware and familiar with this use of the Learning Laboratory, additional equipment and perhaps space will be required. At present, however, the demand for these services is adequately met with existing facilities.

(4) Modularized Instruction

Most modularized instruction to date has been effected through the Learning Laboratory. There are two requisites in modularized instruction. One is that course material be divisible into discrete units having an assigned value of one credit hour per module. The other is that registration for any module of a modularized course be open at all times during the year except during the interval extending from one week before the end of a fall semester to the beginning of a spring semester. Such open registration allows the student to proceed at his own pace. The December to January hiatus provides the College with sufficient and necessary accounting time while students are on vacation. Thus, the student is not restricted by the College's accounting needs. MAT 051, MAT 052, and COM 051 A1 and A2 are now offered in modules through the Laboratory as well as in traditional classes. Efforts are under way to effect the same flexibility in basic composition, COM 051, since the rationale applied to basic mathematics is equally appropriate for composition.

(5) Vo-Tech Education

Based on recommendations provided by the Division of Vocational and Technical Education, the Task Force recommends that, for accommodating basic

skills deficient students and handicapped students, consideration be given to providing various special services for students in vo-tech education. These services are described in Appendix G. Specifically, the Task Force recommends instituting mechanical interest and aptitude testing to provide a more accurate assessment of a student's overall interest and skills.

b. Success of the Learning Laboratory

The success of the Learning Laboratory can be inferred in part from the number of student visits to the Lab over the past three and one-half years, and possibly even more from the rapid increase in the visits over this period.* Attendance, as measured by the average number of students' visits per month, is shown in the table below. These attendance figures suggest that the Lab does provide services that are in demand by students, as well as by faculty who may encourage students to use the Lab to supplement learning.

Average Student Visits to the Learning Lab Per Month

Academic Year	Student Visits per Month
1974-1975	900
1975-1976	1,543
1976-1977	1,602
1977-1978 (first three months)	2,013

*As previously noted, rigorous conclusions concerning success must be based on rigorous research. See Section III for the Task Force's recommendation concerning research.

2. PEER COUNSELING

Oakton employs a cadre of eight experienced students, trained by Mr. Luther Dowdy, Student Development faculty member, as peer advisors. Working under the supervision of Student Development counselors, the peer advisors assist other students in coping with the rules and regulations relative to student life at Oakton. They are especially helpful during course registration, helping other students to execute its complex process. As a group, peer advisors are concerned, informed, and communicative. Through the natural empathy that exists between students, they effect a valuable link between new students and faculty counselors that would otherwise not be forged. This is especially important when dealing with Basic Studies students. Some peer advisors have taken or are taking a basic course; all are somewhat familiar with the program. By sharing their attitudes and experiences relative to Basic Studies with prospective Basic Studies students, the advisors can help diminish or dispel some of the new students' possible concerns and fears. Also, peer advisors stand as models of success for other students to follow. The Task Force proposes that at least two peer advisors be assigned to the Basic Studies Counselor for special training in and identification with the Basic Studies Program. Preferably, these would be students who have taken or are taking Basic Studies courses.

3. STUDENT DEVELOPMENT FACULTY COUNSELING

Student Development counselors at Oakton work closely with the coordinators, faculty, and students in such areas as curriculum revision, criteria for hiring new faculty and new faculty interviewing, and counseling prospective and enrolled

students. While all Student Development counselors maintain familiarity with and responsibility in the various collegial areas, certain Student Development faculty have been assigned a special responsibility in a particular area of their competence and interest. These collegial areas and their assigned counselors include Ms. Mary Jane Alt, college articulation; Mr. James Bush, career guidance; Dr. Michael Maloney, testing; Ms. Mary Slayton, clinical social work; and Mr. Luther Dowdy, peer advisors. In the Task Force's view, Basic Studies is another category of collegial responsibility to which a Student Development counselor, current or new hire, should be assigned to assume special responsibility, and the Task Force so recommends.

The following are some of the major functions that would be performed by this counselor:

a. Help develop and disseminate information about Basic Studies

b. Work to develop acceptance of the Program by faculty and students

c. Work with faculty associated with the Program on student counseling needs and matters

d. Develop and provide in-service programs for Student Development faculty concerning the Basic Studies Program, involving faculty as appropriate

e. Provide counseling service to individual students enrolled in the Program

f. Develop group experiences to use in conjunction with academic instruction

g. Coordinate academic advisement for faculty and students associated with the Program

h. Supervise 2 peer advisors assigned to Basic Studies

These are all considered critical functions for successful development and implementation of a Basic Studies Program at Oakton.

III. EVALUATION OF THE BASIC STUDIES CURRICULUM AND PROGRAM

Any conclusions on the success of the Basic Studies Curriculum and Program must be based on research. The Task Force recommends that a rigorous and intensive research program be designed and implemented on a continuing basis. Research should be directed toward Basic Studies students and their success, performance of the faculty and staff, administration of the Program, and success of the Program and its elements and means of improvement.

The Task Force believes that the research should be the responsibility primarily of the office of Instructional Research and Evaluation, under the direction of Dr. Kirby, with requested appropriate input provided by all personnel associated with any aspect of the Basic Studies Program. The Task Force recommends that the following serve as a basic outline of input items for inclusion in research and evaluation.

A. For research with respect to students
   1. Pre- and post testing
   2. Follow up after mainstream entry for:
      a. those who accepted Basic Studies recommendations
      b. those who rejected Basic Studies recommendations
   3. Personal impact assessment
      a. attitudes
      b. motivation
      c. goals clarification
      d. decision making ability
   4. Students' evaluation of faculty and staff in Basic Studies (useful in evaluating students as well as faculty and staff)

B. For research with respect to faculty and staff
   1. Students evaluation questionnaire
   2. Administrative evaluation
   3. Peer evaluation
   4. Self-evaluation

C. For research with respect to administration
   1. Input from Director of Basic Studies Program
   2. Inputs from Coordinators in Program
   3. Students' evaluation

D. For evaluation of overall Program, Curriculum, and Program elements

Inputs for evaluation of Programs, Curriculum, and Program elements can probably best be indicated by an example. For evaluation of the Individualized Mathematics Program (IMP), records are being kept and data are being collected on a regular basis, both in the Learning Lab and by the office of Instructional Research and Evaluation, that will provide a necessary input to this research. Pertinent information regarding students in IMP is recorded from the first contact (the mathematics diagnostic appraisal) to the last (when the student receives his course grade). With this information and research, not only can the effectiveness of IMP be evaluated, but also the IMP can be improved regularly.